Generic Cultural Context: TRAVEL/TRANSPORTATION

Specific Cultural Situation: Getting Around in the Country

Basic Task	Communicative Competence	Skill(s)	Linguistic Content	Evaluation Schema
Reading Schedules	The student, using a bus or train schedule, will identify a tour s/he wants to take, describing the time of the departure, the length of the trip, some of the key features, and the time of return.	Reading/ Speaking	Vocabulary: numbers, geographic locations, sites in city (monuments), symbols Structure: schedule format, telling time (24-hour clock), expressions of duration, wanting, wishing	Structural Accuracy of Information Scale

Specific Cultural Situation: Obtaining Lodging

Finding Specific Information	Given an authentic hotel guide, the student will roleplay helping his/her parents choose a hotel on the basis of set specifications. S/he: a. can spend only X dollars per day, including breakfast; b. must use a credit card; c. is sharing the room; d. wants a shower in the room; and e. has a car and needs a place to park.	Reading	Vocabulary: "hotel" words (park, shower, credit card, etc.), room designations Structure: currency, abbreviations	Accuracy of hotel selection
Using the Telephone	The student roleplays a situation in which s/he is trying to resolve a problem in the hotel room s/he has just checked into (i.e., no soap, no towels, no blanket, etc.).	Speaking	Vocabulary: hotel room "appointments" (towel, blanket, etc.) Structure: expressions of need or desire, question formation	Comprehensibility Rating Scale

Generic Cultural Context: TRAVEL/TRANSPORTATION

Specific Cultural Situation: Weather

Basic Task	Communicative Competence	Skill(s)	Linguistic Content	Evaluation Schema
Applying Information Learned	Given an imaginary itinerary around the world of the target language and weather reports for three of the countries to be visited, the student will list the clothing s/he expects to pack for each country.	Reading/ Writing	Vocabulary: weather terms, geographic sites, items of clothing Structure: Celsius scale, symbols and abbreviations used in weather reports	Accuracy of written work

Generic Cultural Context: MEETING PERSONAL NEEDS

Specicific Cultural Situation: Letters

Applying Learned Information	The student will write the appropriate salutations and closings for letters to each of the following: a. a friend; b. a hotel; c. a new penpal; d. his/her teacher; and e. his/her host family in the culture.	Writing	Vocabulary: "letter" language Structure: written dates, salutations and closings	Accuracy of written work
Applying Learned Information	The student will write a business letter to an embassy or a city travelers' bureau requesting tourist, hotel, and historical information.	Writing	Vocabulary: "tourist" lexicon Structure: expressions of requesting. business letter form	Accuracy of written work

Generic Cultural Context: MEETING PERSONAL NEEDS

Specific Cultural Situation: Shopping

Basic Task	Communicative Competence	Skill(s)	Linguistic Content	Evaluation Schema
Obtaining Postal Services	Given the following needs in a post office, the student will make the appropriate request or ask the necessary question: a. s/he needs three stamps or envelopes (any denomination); b. s/he wants to know the cost of mailing a postcard to the U.S. via airmail; and c. s/he needs to know the cost of sending a letter somewhere within the same country.	Speaking	Vocabulary: relevant lexicon (stamp, envelope, etc.), numbers, geographic terms Structure: currency, expressions of requesting, questions	Structural Accuracy of Communication Rating Scale
Buying a Product	Given a predicament of some kind (a lost piece of clothing, a broken heel on a shoe, a tear in trousers, etc.), the student, in discussion with his/her native guide (the teacher): a. explains what the problem is; b. finds out where s/he must go to buy a replacement; c. determines what metric size s/he needs; and d. finds out the approximate cost.	Speaking	Vocabulary: articles of clothing, language related to predicaments, metric system Structure: currency, expressions of need, requesting, past time	Amount of Relevant Information Rating Scale

Generic Cultural Context: MEETING PERSONAL NEEDS

Specific Cultural Situation: "Small Talk"

Basic Task	Communicative Competence	Skill(s)	Linguistic Content	Evaluation Schema
Initiating a Conversation	Given a brief oral description of a traveler s/he has met on a train, the student will introduce himself/herself and initiate a conversation on some general topic (the weather, the traveler's profession, the length of the trip, the traveler's destination, etc.).	Listening/ Speaking	Vocabulary: place names, professions, numbers, miles vs kilometers Structure: polite and familiar address, time expressions, questions	Amount of Relevant Information Rating Scale
Responding Appropriately	Given a series of situations, the student will respond with a suitable wish or comment: a. someone sneezes; b. someone is having a birthday; c. someone is leaving on an extended trip, etc.	Listening/ Speaking	Vocabulary: social amenities Structure: expressions of wishes	Structural Accuracy of Communication Rating Scale

Specific Cultural Situation: Obtaining Services or Help

Clarifying Classroom Directions	The student roleplays a situation in which a visiting foreign student does not understand the classroom directions s/he has been given by explaining: a. s/he wants you to write your work in pencil; b. s/he wants you to go to the blackboard, etc.	Listening/ Speaking	Vocabulary: classroom appointments and directions Structure: direct and indirect commands, subordination	Structural Accuracy of Communication Rating Scale

Generic Cultural Context: MEETING PERSONAL NEEDS

Specific Cultural Situation: Obtaining Services or Help

Basic Task	Communicative Competence	Skill(s)	Linguistic Content	Evaluation Schema
Clarifying Needs and/or Desires	The student roleplays a situation in which s/he helps a friend by explaining his/her needs or desires to a third person in an airport or railroad station (hotel, etc.): a. s/he wants someone to carry baggage; b. s/he wants someone to check his/her tickets, etc.	Speaking	Vocabulary lexicon related to airports, depots, hotels, etc. Structure: direct and indirect commands, subordination	Structural Accuracy of Communication Rating Scale
Clarifying Needs and/or Desires	Given a situation in which a friend in the target culture is going shopping, the student will tell him/her several items s/he would like to have picked up. Example: I would like you to pick up a bottle of aspirin at the drugstores.	Speaking	Vocabulary: names of stores, products Structure: prepositional phrases, direct and indirect commands, subordination	Structural Accuracy of Communication Rating Scale

LEVEL THREE PROFICIENCY

Grades

9 10 11 12

Instruction at this level is designed to provide the student with greater facility in all the language skills. In speaking and writing the student should be given the opportunity to express original ideas, expanding his or her vocabulary through individual interests as well as through basal materials. The reading materials should consist of expository prose, including cultural studies aimed at providing an understanding of the major developmental trends in such areas as history, literature, art, music, and the modern societies of the countries speaking the language. At Level III it is anticipated that the class will be conducted wholly in the language.

By the end of Level III, a modern foreign language student should be able to:

1. Speak on a variety of topics, handling a wide range of social transactions and providing more detailed information and fuller descriptions in a discourse that is better developed as to the amount of communication, the use of both compound and complex sentences, the sequencing of time expressions, and the utilization of questions for clarification;

2. Comprehend the spoken language well enough to acquire information with retention that permits further use of that information;

3. Read with understanding a variety of written styles--expository prose, poetry, short stories, short novels, history, and the popular print media;

4. Write summaries, descriptive narratives, formal and informal letters, and compositions on the learnings acquired through listening and reading; and

5. Demonstrate an understanding of the major historical and/or literary trends, value systems, political structures, and cultural contributions of the societies speaking the language.

Minimal Level III proficiency is the ability to perform twenty (20) of the competencies defined or their equivalents. To achieve Level III mastery, students should be able to perform twenty-five (25) of the competencies or their equivalents. Gifted and talented students should be capable of all the competencies established for this level or their equivalents.

Given the diversity in content that emerges at Level III, teachers may find themselves utilizing a single competency in three or four different contexts. It is due to the great diversity of Level III, too, and the varied emphases on the teaching of structure, that no definition of the linguistic content (structure and vocabulary) has been included in the competencies for this level.

THE LEVEL THREE COMPETENCIES

Generic Cultural Context	Specific Cultural Situation	Basic Task	Communicative Competence	Skill(s)	Evaluation Schema
WORLD OF WORK	Summer Employment	Applying Learned Information	Given an advertisement, the student will "apply" for a summer job in the target culture, explaining in the letter what courses s/he has studied, the grades received, and his/her special qualifications.	Reading/ Writing	Accuracy of written work
THE "WORLD" OF THE TARGET LANGUAGE	A Specific Country	Organizing Information	Given a specific country speaking the target language, the student, acting as a travel agent, will "sell" a tourist (the teacher) on visiting this country, giving the following kinds of information: a. the climate during a certain season; b. things of interest to see; c. major cities; d. foods and major occupations; and e. fun things to do there.	Reading/ Speaking	Amount of Relevant Information Scale
	Interdependence	Organizing Information	The student will research and report orally on one influence the speakers of the target language have had on the United States either historically or in contemporary times.	Reading/ Speaking	Comprehensibility Rating Scale

Generic Cultural Context	Specific Cultural Situation	Basic Task	Communicative Competence	Skill(s)	Evaluation Schema
HISTORY AND POLITICS	Major Events	Applying Learned Information	When given a list of major events in the target culture's history, the student will arrange the events in chronological order.	Reading/ Writing	Accuracy of written work
	Historical Figures	Applying Learned Information	The student will assume the role of a historical figure telling about the period in which s/he lived and what s/he did when alive.	Reading/ Speaking	Amount of Relevant Information Rating Scale
	Governmental Organization	Applying Learned Information	Students will originate statements contrasting the government of the target country with that in the United States, including: a. the chief official(s); b. the type of government; c. elections, etc.	Reading/ Writing	Accuracy of written work
MEETING PERSONAL NEEDS	Shopping	Applying Learned Information	The student roleplays a situation in the culture in which s/he is explaining to a salesclerk from whom s/he has just made a purchase (a purse, a record album, etc.) that this is a gift for his/her mother and s/he: a. wants to send it; b. wants to insure it; c. will provide the necessary address; d. wants to know the cost of sending it; and e. would like to know how long it will take to arrive.	Speaking	Level of Performance Rating Scale

Generic Cultural Context	Specific Cultural Situation	Basic Task	Communicative Competence	Skill(s)	Evaluation Schema
MEETING PERSONAL NEEDS	Shopping	Applying Learned Information	Given the name and address of a foreign company, the student will write a business letter ordering a product (a record, a book, etc.), including: a. a description of the item wanted; b. a request for information as to the cost of the item and the costs of sending it; c. a request for information as to how payment is to be handled; and d. a request for information as to how long shipment will take.	Writing	Accuracy of written format and language
		Organizing Information	The student will research a specific aspect of shopping (i.e. shopping for food) in the target culture and write a paragraph comparing shopping habits in the culture with those in this country, including some personal judgment as to whose practice(s) are more efficient and effective.	Reading/ Writing	Accuracy of written work
FAMILY AND HOME	Food and Meals	Organizing Information	Given a short paragraph describing a meal, the student will identify 5 table etiquette or table setting differences between our and the target cultures.	Reading/ Writing	Accuracy of written work
		Applying Learned Information	The student roleplays a situation in which s/he is explaining to a foreign student s/he has invited to dinner five differences between meals in this country and those in the target culture.	Speaking	Amount of Relevant Information Rating Scale

Generic Cultural Context	Specific Cultural Situation	Basic Task	Communicative Competence	Skill(s)	Evaluation Schema
FAMILY AND HOME	Living Quarters	Applying Learned Information	Given a picture of a room in a culturally authentic home, the student will write a paragraph describing the room in detail.	Writing	Accuracy of written work
	Birthday Observances	Applying Learned Information	Playing the role of a person for whom a birthday party has been held, the student will write two thank-you letters--one to the person giving the party, mentioning the activities and foods served, and one to someone who attended and gave him/her a gift.	Writing	Accuracy of written format and language
LEISURE TIME	TV/Radio	Organizing Information	Given 2-3 paragraphs of information about TV in the target culture, the student will define three contrasts between TV in the target culture and in the United States.	Reading/ Writing	Accuracy of written work and/or Amount of Relevant Information Scale
	Popular Media	Making Comparisons	Given an issue or several issues of a newspaper, the student will compare one aspect of it (ads, obituaries, sports reports, etc.) to its American counterpart in a short composition.	Reading/ Writing	Accuracy of written work plus Amount of Relevant Information Scale
		Applying Learned Information	Given an issue or several issues of a newspaper or magazine, the student will identify those cultural beliefs and values exemplified there in a short composition.	Reading/ Writing	Accuracy of written work plus Amount of Relevant Information Scale
	Going to the Movies	Making Comparisons	The student roleplays a situation in which s/he is to explain to a friend in the culture for the first time (the teacher) three ways in which attending a movie in the culture differs from attending a movie in the United States.	Speaking	Amount of Relevant Information Rating Scale

Generic Cultural Context	Specific Cultural Situation	Basic Task	Communicative Competence	Skill(s)	Evaluation Schema
TRAVEL/ TRANSPOR-TATION	Obtaining Lodging	Applying Learned Information	With the teacher acting as a hotelkeeper, the student will inquire about various types of accommodation and meal plans available in an effort to get the best economic deal possible.	Speaking	Comprehensibility Rating Scale
	Food and Meals	Applying Learned Information	Given an authentic menu, the students in threes will roleplay a situation in a restaurant in which several facets of the service are unsatisfactory.	Reading/ Speaking	Comprehensibility Rating Scale
	Famous Places to Visit	Organizing Information	Given a specific city, the student will identify three famous places to visit, describing each in a short paragraph.	Reading/ Writing	Accuracy of written work plus Amount of Relevant Information Rating Scale
		Organizing Information	Given a specific city, the student will select a famous tourist attraction to describe as if s/he were a tour guide, including the following kinds of information: a. why the site is famous; b. what it meant at the time it was built; and c. what it means today.	Reading/ Speaking	Amount of Relevant Information Rating Scale
FINE ARTS	Visual Arts	Organizing Information	The student will select and research a painter in preparation for an oral report to the class including examples of the painter's works.	Reading/ Speaking	Comprehensibility Rating Scale

Generic Cultural Context	Specific Cultural Situation	Basic Task	Communicative Competence	Skill(s)	Evaluation Schema
FINE ARTS	Visual Arts	Expressing Personal Reactions	Shown two works by a major artist, the student will compose a personal reaction.	Writing	Accuracy of written work plus the Comprehensibility Scale
		Applying Learned Information	Simulating a visit to a famous museum (e.g., the Prado, the Louvre), the student will roleplay a tour guide, describing each of several works and their artists in two or three sentences each.	Reading/ Speaking	Comprehensibility Rating Scale
	Literature	Organizing Information	Upon reading a short story or a self-contained literary passage, the student will write a summary in which the material is retold from a different point of view.	Reading/ Writing	Accuracy of written work plus Amount of Relevant Information Scale
		Applying Learned Information	Students in small groups will dramatize scenes from the literature they have been studying.	Reading/ Speaking	Comprehensibility and/or Level of Performance Rating Scale
			After listening to a folktale, a fairy tale, a legend, a passage from a literary work or a piece of poetry, the student will write an outline summary of what s/he has heard.	Listening/ Writing	Amount of Relevant Information Rating Scale
		Expressing Personal Opinions	After reading a short story, a passage of a literary work, or a piece of poetry, the student will give his or her personal evaluation of the piece, documenting the opinions expressed with textual evidence.	Reading/ Writing	Accuracy of written work plus Level of Performance Rating Scale

Generic Cultural Context	Specific Cultural Situation	Basic Task	Communicative Competence	Skill(s)	Evaluation Schema
FINE ARTS	Literature	Expressing Feelings	After reading a short story, a passage of a literary work, or a piece of poetry, the student will express his or her feelings about the piece including such things as likes and dislikes and the memories evoked.	Reading/ Speaking	Comprehensibility Rating Scale
		Applying Learned Information	Students will roleplay characters (or the authors) of the short fiction, folklore, novels, or poetry they have been studying. giving information about "themselves" and their activities.	Speaking	Comprehensibility Rating Scale or Amount of Relevant Information Scale

LEVEL FOUR PROFICIENCY

GRADES

10 11 12

Instruction at this level has two basic aims:

1. Providing the student with a broad survey of the literature of the country or countries speaking the language through selected readings from major authors; and/or
2. Giving the student opportunities to study a variety of contemporary topics in newspapers, magazines and current publications.

Students should be given varied experiences in refining their communication skills via listening, speaking, reading and writing activities. Advanced Placement courses should also be considered at this level.

By the end of Level IV, a modern foreign language student should be able to:

1. Speak the language as an interesting communicator, capable of interacting as an almost full partner in a casual conversation and of dealing with detailed discussions and solving problems, improvising as necessary;

2. Comprehend the spoken language well enough to enjoy films, radio programs, lectures, and the like;

3. Read a variety of written styles with understanding, acquiring and using new vocabulary on their own and able to use the language as a vehicle for research and study;

4. Write a variety of narrative and contrastive essays, take notes, and more extensive compositions; and

5. Demonstrate indepth understandings of geography, history, institutions, art, literature, music, political systems, and customs of the areas where the language is spoken.

Minimal Level IV proficiency is the ability to perform twenty (20) of the competencies or their equivalents. Mastery of Level IV consists of the ability to perform twenty-five (25) of the competencies or their equivalents. Gifted and talented students should be capable of all the competencies or their equivalents.

Because of the wide diversity of content in advanced modern foreign language courses, teachers may want to combine Level III and Level IV competencies in defining what the proficiency for this level is in their school or school district. Since that same diversity extends to the handling of structure on this level, no effort has been made to define the linguistic content--the structure and vocabulary--as a part of the Level IV competencies.

THE LEVEL FOUR COMPETENCIES

Generic Cultural Context	Specific Cultural Situation	Basic Task	Communicative Competence	Skill(s)	Evaluation Schema
WORLD OF THE TARGET LANGUAGE	Contrastive Practices	Applying Learned Information	After listening to three conversations, each of which contains vocabulary and/or cultural allusions associated with a specific region or country, the student will identify the location of each conversation, citing the vocabulary or cultural references that influenced that choice.	Listening/ Writing	Structural Accuracy of Communication Rating Scale
TRAVEL/ TRANSPORTATION	Famous Places to Visit	Organizing Information	Given a specific city, the student, role-playing a tour guide, will identify and describe several historical events that happened there.	Reading/ Speaking	Amount of Relevant Information Rating Scale
	Fantasy	Expressing Personal Dreams or Desires	Given an opening statement such as "If I were a millionaire," the student will describe his/her fantasy trip around the world, explaining the choices made.	Speaking	Structural Accuracy of Communication Rating Scale
HISTORY AND POLITICS	Historical Periods	Organizing Information	The student will research a period in the target country's history and write a paper explaining the major events and the important people of the period.	Reading/ Writing	Accuracy of Communication Rating Scale plus Amount of Relevant Information Rating Scale
	Current Movements	Organizing Information	The student, using the popular print media, will research the various points of view in a contemporary political movement in the target culture (i.e., the anti-nuclear movement, women's liberation, elections, etc.) and contrast them.	Reading/ Writing	Structural Accuracy of Communication Rating Scale plus Amount of Relevant Information Rating Scale

Generic Cultural Context	Specific Cultural Situation	Basic Task	Communicative Competence	Skill(s)	Evaluation Schema
HISTORY AND POLITICS	Famous Historical Figures	Organizing Information	After researching a famous historical figure, the student will roleplay that personage describing and defending his/her activities and actions.	Reading/ Speaking	Comprehensibility Rating Scale and/or Level of Performance
FINE ARTS	Visual Arts	Organizing Information	Given a film or a videotape, the student will outline, summarize, or critique it.	Listening/ Writing	Structural Accuracy Rating Scale and/or Amount of Relevant Information Rating Scale
		Organizing Information	Given a film, a videotape, a recording, or a radio broadcast, the student will provide a summary of the events depicted or discuss one point of interest in some depth.	Listening/ Speaking	Comprehensibility Rating Scale
	Famous Creative People	Organizing Humanities Information	The student will research a specific author (painter, musician, architect) and the period in which s/he lived and prepare a 3-5 minute lecturette centered about how this person's work reflects the period in which s/he lived or lives (in regard to clothing, politics, etc.).	Reading/ Speaking	Comprehensibility Rating Scale
	Literature	Applying Learned Information	Students will dramatize an episode from a short story or novel they have studied or a scene from a drama they have read.	Reading/ Speaking	Comprehensibility Rating Scale and/or Level of Performance Rating Scale
	Literary Themes or Values: Death; Love; Honor; Humor	Applying Learned Information	After reading a selected piece of literature, the student will write a paper discussing the author's attitude toward a specific theme.	Reading/ Writing	Structural Accuracy of Communication Rating Scale and/or Comprehensibility Rating Scale

Generic Cultural Context	Specific Cultural Situation	Basic Task	Communicative Competence	Skill(s)	Evaluation Schema
FINE ARTS	Literary Themes or Values: Death; Love; Honor; Humor	Making Comparisons	After reading a selected piece of literature, the student will prepare a 3-5 minute lecturette contrasting the author's attitude toward a specific theme with his/her own attitudes.	Reading/ Speaking	Comprehensibility Rating Scale and/or Level of Performance Rating Scale
	Drama	Creative Writing	After reading a selected piece of literature, the student will write a one-act play or rewrite the ending using a theme or cultural situation emphasized in the work read.	Reading/ Writing	Amount of Relevant Information Rating Scale and/or Structural Accuracy of Communication Rating Scale
	Fairy Tales, Folklore, Children's Literature	Creative Writing	After listening to a story or fable, the student will create his/her own fable or fairy tale that teaches a moral, explains why something is the way it is, or explains a cultural practice. Examples: Why there is lightning Why some flamingos have red legs	Listening/ Speaking	Comprehensibility Rating Scale and/or Amount of Relevant Information Rating Scale

A POSTSCRIPT

No one involved in the preparation of these guidelines is prepared to argue that they represent the definitive work in this area; rather, they represent that very first step that is always necessary in initiating any new approach.

CREDITS

These guidelines were prepared in the Indiana University Office of School Programs. The typists were Patricia Wrzalinski, Diana Hillenburg, and Lorraine A. Strasheim.

	Language Instruction Level, Not Grade Level							
	Intro	I	II	III	IV	V	VI	VII
I. LISTENING COMPREHENSION								
A. Recognize the basic speech sounds and discriminate between similar sounds in combination; including minimal pairs.	I	I/D	R	M	E			
B. Perceive placement of stress in individual words.	I	I/D	D	R	M	E		
C. Demonstrate understanding of words and expressions in varied contexts, including simple commands and questions.	I	I/D	D	R	M	E	E	
D. Refine the ability to distinguish between similar sounds and to recognize patterns of stress, rhythm, and intonation.	I	I/D	D	D	R	M	E	E
E. Understand and retain familiar material in new contexts.	I	I/D	D	R	R	M	E	E
F. Listen to and comprehend a variety of voices when conversing on subjects familiar to the learner's everyday experiences such as school life, family life, sports, and leisure-time activities.		I/D	D	D	R	R	M	E
G. Understand more complex materials commensurate with experience in the language.			I	D	D	R	E	E
H. Comprehend the general idea of speech selections containing unfamiliar items, some new vocabulary, and elements not heard distinctly.			I	D	D	R	E	E
I. Understand formal presentations such as lectures or classroom speeches.			I	D	D	E	E	E
J. Be able to follow a normally paced conversation with an educated native speaker on a variety of familiar, non-technical topics.			I	D	D	R	E	E
K. Begin to understand speech directed toward native speakers.			I	D	D	R	E	E

		Language Instruction Level, Not Grade Level							
		Intro	I	II	III	IV	V	VI	VII
II.	SPEAKING								
A.	Reproduce sounds, words and sentences using acceptable pronunciation, stress, rhythm and intonation.	I	I/D	D	D	R	M	E	E
B.	Communicate in the language in simple terms.	I	I/D	D	D	R	M	E	E
C.	Make acceptable daily use of the language in classroom communication.	I	I/D	D	D	R	E	E	E
D.	Refine pronunciation, stress, and intonation.	I	I/D	D	R	R	M	E	E
E.	Demonstrate a greater ability to communicate in directed activities.		I	D	D	R	M	E	E
F.	Demonstrate progress in resolving individual difficulties in pronunciation, stress and intonation.		I	D	D	R	M	E	E
G.	Communicate more complex ideas and information in directed activities in a formal and informal mode.		I	I/D	D	R	R	M	E
H.	Expand capacity to read for functional purposes working with simple, authentic or prepared materials relating to various aspects of daily life.		I	D	D	R	R	E	E
I.	Demonstrate reading comprehension of familiar and unfamiliar material.		I	D	D	R	R	E	E
J.	Acquire a broader vocabulary.		I	D	D	R	R	E	E
K.	Demonstrate comprehension of ideas in materials containing increasingly complex structures.			I	D	D	R	E	E
L.	Use the dictionary correctly.	I	I/D	D	D	R	M	E	E
M.	Refine required reading skills working on various types of texts with minimal dictionary use.		I	D	D	R	E	E	E

		Language Instruction Level, Not Grade Level						
		Intro	I	II	III	IV	V	VI	VII
III.	READING								
A.	Associate the written form with the spoken word.	I	I/D	D/R	M	E	E	E	
B.	Recognize basic structures essential to the comprehension of written material.	I	I/D	D/R	R	M	E	E	
C.	Understand how punctuation and diacritical marks affect meaning.	I	I/D	D/R	R	M	E	E	
D.	Read simple prepared or authentic materials necessary for functioning in everyday situations.	I	I/D	D/R	R	M	E	E	
E.	Demonstrate reading comprehension of previously studied and recombined texts.		I	D	R	R	M	E	E
F.	Comprehend an expanded vocabulary.		I	D	D	R	R	E	E
G.	Recognize additional structures essential to comprehension.		I	D	D	R	R	E	E
H.	Expand capacity to read for functional purposes working with simple, authentic or prepared materials relating to various aspects of daily life.		I	D	D	R	R	E	E
I.	Demonstrate reading comprehension of familiar and unfamiliar material.		I	D	D	R	R	E	E
J.	Acquire a broader vocabulary.		I	D	D	R	R	E	E
K.	Demonstrate comprehension of ideas in materials containing increasingly complex structures.			I	D	D	R	E	E
L.	Use the dictionary correctly.	I	I/D	D	D	R	M	E	E
M.	Refine required reading skills working on various types of texts with minimal dictionary use.		I	D	D	R	E	E	E

		Language Instruction Level, Not Grade Level							
		Intro	I	II	III	IV	V	VI	VII
IV.	WRITING								
A.	Produce in written form the sounds of the language in words phrases, and simple sentences, demonstrating knowledge of spelling, capitalization, punctuation, and all diacritical marks.	I	I/D	D	D	R	M	E	
B.	Write responses to questions and directed statements.		I/D	D	R	M	E	E	
C.	Write simple guided sentences, dialogues, and paragraphs.		I/D	D	R	M	E	E	
D.	Demonstrate good writing habits.		I/D	D	D	R	M	E	
E.	Write responses to questions and statements.		I/D	D	R	R	M	E	E
F.	Formulate questions using previously mastered linguistic content.		I/D	D	R	R	M	E	E
G.	Write guided paragraphs and dialogues.			I/D	D	D	R	M	E
H.	Write on assigned simple topic, short compositions using previously learned vocabulary and grammatical structures.			I/D	D	D	R	E	E
I.	Write dialogues based on familiar topics, using compound and complex sentences.				I/D	D	R	E	E
J.	Write summaries of topics discussed in class or of an oral presentation.				I/D	D	R	E	E
K.	Write short compositions on assigned topics.				I/D	D	R	E	E
L.	Reconstruct information from an oral source, using notes taken under controlled circumstances.				I	D	D	R	E
M.	Write compositions on topics of personal and general interest.				I	D	R	E	E

		Language Instruction Level, Not Grade Level							
		Intro	I	II	III	IV	V	VI	VII
V.	CULTURE								
A.	Know where the language is spoken.	I	I/D	R	M	E			
B.	Examine some important aspects of everyday life and traditions in selected countries where the language is spoken.	I	I/D	R	R	E	E		
C.	Become aware of some important contributions to the American mainstream culture.	I	I/D	D	R	E	E		
D.	Be aware of major current events in the areas where the language is spoken.	I	I/D	D	R	E	E	E	E
E.	Become aware of non-verbal communication and basic communicative styles in the second language.	I	I/D	D	D	R	R	E	E
F.	Explore additional aspects of geography, major cities, bordering countries, and major topographical areas.		I/D	D	R	R	E	E	E
G.	Be aware that there are regional speech differences.		I	D	D	R	E	E	E
H.	Demonstrate knowledge of aspects of the target culture such as family life, holidays, recreation, travel and other social customs.	I	I/D	D	R	E	E	E	
I.	Demonstrate knowledge of important current events.	I	I/D	D	R	R	E	E	E
J.	Become aware that proficiency in the target language is a needed and useful tool for personal communication in the target culture as well as a contribution to international understanding and cooperation.	I	I/D	D	D	R	M	E	E
K.	Demonstrate knowledge of additional aspects of lifestyles in the target culture such as social etiquette, education and religion.		I/D	D	R	R	E	E	E

	Language Instruction Level, Not Grade Level							
	Intro	I	II	III	IV	V	VI	VII
L. Demonstrate knowledge of selected major contributions in the arts and sciences.	I	I/D	D	R	E	E	E	E
M. Demonstrate knowledge of important current and historical aspects of civilization.	I	I/D	D	R	E	E	E	E
N. Demonstrate knowledge of some basic aspects of the culture gained through the study of various art forms.	I	I/D	D	D	R	E	E	E
O. Demonstrate a knowledge of major cultural contributions and historical events.	I	I/D	D	D	R	E	E	E
VI. CAREER EXPLORATION								
A. Become aware of occupations and avocations in which second languages are a primary or supportive skill.	I	I/D	D	R	E	E	E	E

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(v) provide study in audiometry, speech reading, and speech for the accoustically impaired;

(vi) provide opportunities to observe procedures of diagnosis and case management by qualified correctionists; and

(vii) provide for the development of skills and judgments and for opportunities to perform under supervision with the equipment essential for the conduct of speech correction. (History: Sec. 20-2-114, MCA; IMP, Sec. 20-20-121, MCA; NEW, 1979 MAR p. 492-493, Eff. 5/25/79.)

10.58.511 FOREIGN LANGUAGES Certification endorsements available in Montana are French, Spanish, German, Russian, and Latin. For the prospective teacher the program shall:

(1) provide study in phonology, conversation, grammar and composition, linguistics (applied to the specific language or applied to foreign languages as a whole) and literature;

(2) provide for the development of the ability to understand conversation at a normal tempo, lectures and news broadcasts;

(3) provide for the development of the ability to converse with a native with a command of vocabulary and syntax sufficient to express thoughts in conversation at normal speed with good pronunciation;

(4) provide for the development of the ability to read with immediate comprehension both prose and verse to average difficulty and mature content;

(5) provide for the development of the ability to write a "free composition" (such as a letter or message);

(6) provide understanding of the differences between the sound systems, forms, structures of the foreign language and English and the ability to apply this understanding to modern foreign language teaching;

(7) provide an awareness of language as an essential element of culture, an understanding of the principal ways in which the foreign culture differs from our own, first-hand knowledge of literary masterpieces, and acquaintance with the geography, history, art, and social customs of major lands in which the language is dominant;

(8) provide knowledge of the present-day objectives of foreign language teaching as communication and an understanding of the methods and techniques for attaining these objectives;

(9) provide knowledge of the use of specialized techniques, such as educational media, the relation of modern foreign language study to other areas of the curriculum, and the ability to evaluate the professional literature of foreign language;